

# ENGLISH 11+



Name:.....

Candidate Number.....

Seat Number.....

You have 40 minutes to complete this paper.

Work as quickly and as accurately as possible, making sure you have enough time for the comprehensions.

Section 1 has 20 marks.

Section 2 has 20 marks.

Section 3 has 10 marks.

Make sure you answer in full sentences, when required.

Read the questions carefully.

Cross out or erase any wrong answers.

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**Section 1.**

**Read this poem carefully and then answer the questions that follow. Each question will be worth 2 points. You will get one mark for the correct answer and one mark for using a full sentence. Use quotations from the poem, when appropriate, to support your answer. The poem is based on a true story about a man called Alexander Selkirk, who was marooned on an island for several years.**

I am monarch of all I survey;        (Stanza 1)  
My right there is none to dispute;  
From the centre all round to the sea  
I am lord of the fowl and the brute  
O Solitude! where are the charms  
That sages have seen in thy face?  
Better dwell in the midst of alarms,  
Than reign in this horrible place.

I am out of humanity's reach;        (Stanza 2)  
I must finish my journey alone;  
Never hear the sweet music of speech-  
I start at the sound of my own;  
The beasts that roam over the plain  
My form with indifference see-  
They are so unacquainted with man,  
Their tameness is shocking to me.

Society, Friendship, and Love        (Stanza 3)  
Divinely bestow'd upon man,  
Oh had I the wings of a dove  
How soon would I taste you again!  
My sorrows I then might assuage  
In the ways of religion and truth,  
Might learn from the wisdom of age,  
And be cheer'd by the sallies of youth.

Ye winds that have made me your sport,    (Stanza 4)  
Convey to this desolate shore  
Some cordial endearing report  
Of a land I shall visit no more.  
My friends, do they now and then send  
A wish or a thought after me?  
O tell me I yet have a friend,  
Though a friend I am never to see.

How fleet is a glance of the mind!        (Stanza 5)  
Compared with the speed of its flight,  
The tempest itself lags behind,  
And the swift-wingèd arrows of light.  
When I think of my own native land,  
In a moment I seem to be there;  
But, alas! recollection at hand  
Soon hurries me back to despair.

But the sea-fowl is gone to her nest,      (Stanza 6)  
The beast is laid down in his lair;  
Even here is a season of rest,  
And I to my cabin repair.  
There's mercy in every place;  
And mercy-encouraging thought!-  
Gives even affliction a grace,  
And reconciles man to his lot.

William Cowper

1. From the first stanza how do we know that Selkirk is on an island?

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2. Give one example of how we know that Selkirk is the **only** person on the island.

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3. What is meant by “I must finish my journey alone”?

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4. What effect does Selkirk’s voice have on him?

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5. If Selkirk had “the wings of a dove” what would he do?

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6. In stanza four, which word means “bleak”?

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7. What does Selkirk wonder about his friends?

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8. Why do you think the poet uses repetition of the word “friend/s” in stanza four?

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9. What causes Selkirk to “despair”?

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10. What do you think the overall tone (feel) of the poem is?

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## Section 2.

**Read the following extract carefully and then answer the questions that follow. Each question will be worth 2 points. You will get one mark for the correct answer and one mark for using a full sentence. Use quotations from the extract, when appropriate, to support your answer.**

If all his lessons were as joyful as learning to know the birds in the fields and woods, there would be no

"...whining Schoole-boy with his Satchell  
And shining morning face creeping like Snaile  
Unwillingly to schoole."

Long before his nine o'clock headache appears, lessons have begun. Nature herself is the teacher who rouses him from his bed with an outburst of song under the window and sets his sleepy brain to wondering whether it was a robin's clear, ringing call that startled him from his dreams, or the chipping sparrow's wiry tremulo, or the gushing little wren's tripping cadenza. Interest in the birds trains the ear quite unconsciously. A keen, intelligent listener is rare, even among grown-ups, but a child who is becoming acquainted with the birds about him hears every sound and puzzles out its meaning with a cleverness that amazes those with ears who hear not. He responds to the first alarm note from the nesting blue birds in the orchard and dashes out of the house to chase away a prowling cat. He knows from afar the distress caws of a company of crows and away he goes to be sure that their persecutor is a hawk. A faint tattoo in the woods sends him climbing up a tall straight tree with the confident expectation of finding a woodpecker's nest within the hole in its side.

While training his ears, Nature is also training every muscle in his body, sending him on long tramps across the fields in pursuit of a new bird to be identified, making him run and jump fences and wade brooks and climb trees with the zest that produces an appetite like a saw-mill's and deep sleep at the close of a happy day.

When President Roosevelt was a boy he was far from strong, and his anxious father and mother naturally encouraged every interest that he showed in out-of-door pleasures. Among these, perhaps the keenest that he had was in birds. He knew the haunts of every species within a wide radius of his home and made a large collection of eggs and skins that he presented to the Smithsonian Museum when he could no longer endure the evidences of his "youthful indiscretion," as he termed the collector's mania. But those bird hunts that had kept him happily employed in the open air all day long, helped to make him the strong, manly man he is, whose wonderful physical endurance is not the least factor of his greatness. No one abhors the killing of birds and the robbing of nests more than he; few men, not specialists, know so much about bird life.

Nature, the best teacher of us all, trains the child's eyes through study of the birds to quickness and precision, which are the first requisites for all intelligent observation in every field of knowledge. I know boys who can name a flock of ducks when they are mere specks twinkling in their rapid rush across the autumn sky; and girls who instantly recognise a goldfinch by its waving flight above the garden. The white band across the end of the kingbird's tail leads to his identification the minute some sharp young eyes perceive it. At a considerable distance, a little girl I know distinguished a white-eyed from a red-eyed vireo, not by the colour of the iris of either bird's eye, but by the yellowish white bars on the white-eyed vireo's wings which she had noticed at a glance. Another girl named the yellow-billed cuckoo, almost hidden among the shrubbery, by the white thumb-nail spots on the quills of his outspread tail where it protruded for a second from a mass of leaves. A little urchin from the New York City slums was the first to point out to his teacher, who had lived

twenty years on a farm, the faint reddish streaks on the breast of a yellow warbler in Central Park. Many there are who have eyes and see not.

What does the study of birds do for the imagination, that high power possessed by humans alone, that lifts them upward step by step into new realms of discovery and joy? If the thought of a tiny hummingbird, a mere atom in the universe, migrating from New England to Central America will not stimulate a child's imagination, then all the tales of fairies and giants and beautiful princesses and wicked witches will not cause his sluggish fancy to roam. Poetry and music, too, would fail to stir it out of the deadly commonplace.

Interest in bird life exercises the sympathies. The child reflects something of the joy of the oriole whose ecstasy of song from the elm on the lawn tells the whereabouts of a dangling "cup of felt" with its deeply hidden treasures. He takes to heart the tragedy of a robin's mud-plastered nest in the apple tree that was washed apart by a storm, and experiences something akin to remorse when he takes a mother bird from the jaws of his pet cat. He listens for the return of the bluebirds to the starch-box home he made for them on top of the grape arbour and is strangely excited and happy that bleak day in March when they re-appear. It is nature sympathy, the growth of the heart, not nature study, the training of the brain, that does most for us.

**Taken from Birds Every Child Should Know by Neltje Blanchan.**

1. Give an example of a simile from the extract and explain why it is effective.

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2. What does the author mean by saying that lessons begin **before** nine o'clock?

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3. What do you think the word “unconsciously” means in the context of “trains the ear quite unconsciously”?

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4. Why do you think that the author personifies nature?

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5. Why did President Roosevelt’s parents encourage him to pursue outdoor activities when he was a child?

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6. Give an example of the author’s use of personification from the extract.

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7. What is it that distinguishes kingbirds from other birds?

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8. "Many there are who have eyes and see not." What does this mean?

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9. According to the author what do humans possess that no other living thing does?

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10. What is the main point made in the last paragraph?

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**Section 3.**

**Choose the most appropriate word, or words, from the brackets to put in the blank space in the following sentences.**

1. The boy waited \_\_\_\_\_ (important, impatient, patient, patiently, never) for his mother to finish talking.
2. The girl's arm was \_\_\_\_\_ (fractured, fraction, fracture, broke, break, breakage) in two places.
3. The \_\_\_\_\_ (accompany, accompanying, accommodation, commodore) was described as luxurious in the brochure.
4. The \_\_\_\_\_ (fort, cowardly, brevity, fortitude, bravely) of the soldier was recognised at the ceremony.
5. The chef's \_\_\_\_\_ (speciality, carriage, bill, scrumptiously, mained) is couscous.
6. The obituary section announced the \_\_\_\_\_ (die, autobiography, biography, decease, deadly) of Captain Hartley.
7. The student's work was of an \_\_\_\_\_ (brilliant, high, exceptional, amazingly, praiseworthy) standard.
8. The father measured his sons Andrew and Mark and concluded that Andrew was \_\_\_\_\_ (tallest, taller, more taller, more tallest, tallest)
9. The meat was \_\_\_\_\_ (spoiling, badly, contaminated, ghastliness, edible) with ants.
10. The jury \_\_\_\_\_ (unanimously, laterally, judge, talked, total) agreed that the prisoner was guilty.

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**END of TEST**

**Total /50**